

WHALE BRANCH MIDDLE

2009 Trask Parkway
Seabrook, SC 29940

GRADES 6-8 Middle School

ENROLLMENT 513 Students

PRINCIPAL Rosalyn Browne 843-466-3000

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	28	12

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 11 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

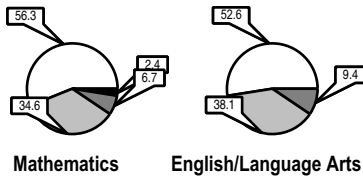
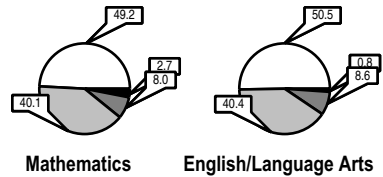
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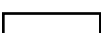
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Average	N/A
2003	Below Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	37	140	88
Percent satisfied with learning environment	52.8%	74.3%	76.7%
Percent satisfied with social and physical environment	77.8%	78.3%	52.9%
Percent satisfied with home-school relations	39.4%	79.6%	67.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	499	98.0	52.6	38.1	9.4	N/A	9.4	17.6
Gender								
Male	252	97.6	61.7	30.2	8.1	N/A	8.1	17.6
Female	247	98.4	43.0	46.2	10.9	N/A	10.9	17.6
Racial/Ethnic Group								
White	67	98.5	29.1	49.1	21.8	N/A	21.8	17.6
African-American	425	97.9	56.2	37.0	6.8	N/A	6.8	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	431	99.8	50.0	39.7	10.3	N/A	10.3	17.6
Disabled	68	86.8	76.7	23.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	499	98.0	52.4	38.1	9.5	N/A	9.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	499	98.0	52.4	38.1	9.5	N/A	9.5	17.6
Socio-Economic Status								
Subsidized meals	430	97.7	55.5	37.1	7.4	N/A	7.4	17.6
Full-pay meals	69	100.0	40.0	42.2	17.8	N/A	17.8	17.6

Mathematics								
All students	499	99.2	56.3	34.6	6.7	2.4	9.1	15.5
Gender								
Male	252	99.6	56.7	33.9	7.1	2.2	9.4	15.5
Female	247	98.8	54.8	36.2	6.3	2.7	9.0	15.5
Racial/Ethnic Group								
White	67	100.0	32.7	45.5	16.4	5.5	21.8	15.5
African-American	425	99.1	59.5	33.4	5.2	1.8	7.0	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	431	99.8	53.2	36.7	7.4	2.7	10.1	15.5
Disabled	68	95.6	84.4	15.6	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	499	99.2	55.7	35.1	6.7	2.5	9.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	499	99.2	56.0	34.8	6.8	2.5	9.3	15.5
Socio-Economic Status								
Subsidized meals	430	99.1	59.9	31.9	6.2	2.0	8.2	15.5
Full-pay meals	69	100.0	39.6	47.3	8.8	4.4	13.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	152	N/A	55.0	33.1	9.9	2.0	11.9
	Grade 7	182	N/A	43.8	46.6	9.1	0.6	9.7
	Grade 8	158	N/A	58.2	33.5	8.2	N/A	8.2
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	163	98.2	53.5	34.7	11.8	N/A	11.8
	Grade 7	149	97.3	48.1	44.4	7.5	N/A	7.5
	Grade 8	187	98.4	55.2	36.0	8.7	N/A	8.7

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	152	N/A	57.9	34.2	5.9	2.0	7.9
	Grade 7	182	N/A	67.0	23.9	4.5	4.5	9.1
	Grade 8	158	N/A	63.9	29.1	5.1	1.9	7.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	163	100.0	54.2	34.0	8.3	3.5	11.8
	Grade 7	149	98.0	51.5	36.6	8.2	3.7	11.9
	Grade 8	187	99.5	61.8	33.5	4.0	0.6	4.6

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 513)				
Students enrolled in high school credit courses (grades 7 & 8)	14.0%	Down from 27.9%	6.8%	14.4%
Retention rate	0.4%	Down from 3.0%	3.9%	2.3%
Attendance rate	94.8%	Down from 97.1%	94.7%	95.2%
Eligible for gifted and talented	10.1%	Down from 11.6%	5.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.0%	Up from 10.0%	16.7%	14.1%
Older than usual for grade	3.9%	Down from 4.9%	8.3%	4.9%
Suspended or expelled	8.8%	Up from 4.3%	2.1%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	46.2%	Down from 47.7%	46.2%	47.1%
Continuing contract teachers	69.2%	Up from 61.4%	76.7%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	74.5%	N/A	79.5%	84.3%
Teacher attendance rate	92.3%	Down from 95.5%	94.5%	95.0%
Average teacher salary	\$40,682	Up 7.7%	\$38,764	\$39,924
Prof. development days/teacher	11.2 days	Up from 7.4 days	10.9 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio	16.4 to 1	Up from 8.9 to 1	18.6 to 1	21.0 to 1
Prime instructional time	84.5%	Down from 91.1%	87.0%	88.9%
Dollars spent per pupil*	\$7,738	Up 9.9%	\$6,480	\$5,854
Percent spent on teacher salaries*	47.1%	Down from 51.5%	59.0%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.8%	Up from 98.9%	85.8%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our mission at Whale Branch Middle School is to prepare our students to be life-long learners, independent and productive members of a diverse society. We are challenging our students to achieve high academic standards, as required by the "No Child Left Behind" legislation.

During the 2002-2003 school year, our teachers focused on continuous improvement in reading, writing and mathematics. Teachers received extensive professional development in designing standards-based curriculum, using power standards, understanding and analyzing data, teaching with technology, curriculum mapping, and teaching writing in the content area. This year, we implemented a school-wide writing initiative and organized all teachers into Data Teams, which set weekly writing improvement goals. Students wrote in all classes and successfully improved their writing skills in content and organization. Teachers also increased the capacity of students to read daily and to improve their performance on Accelerated Reader Tests. Extended learning time was also provided by several after-school programs, funded by state and federal grants. We are continuing to make gains and improvements in reading, writing and math skills.

We are very proud of our student accomplishments this year: WBMS earned 3rd place in the bridge building competition and overall 10th place (Division B) at the 2003 SC Science Olympiad Competition, a 6th grade student was accepted into the USC Carolina Master Scholar's Summer Program, an 8th grade student was accepted into the Clemson University Junior Scholars Program, five 6th grade students received scholarships for the Camp Sewee environmental summer program, two 8th grade students were selected for the 2003 SC Regions Band and the Beaufort Youth Orchestra, WBMS Track Team won first place in the District Track & Field Championship, and the WBMS Chess Team earned third place in the Beaufort County Chess Tournament. In addition, several teachers received grants for environmental science programs, a gifted and talented dance program, and a fitness & nature trail.

Community involvement is a great asset to our school. In addition to a strong volunteer program, Whale Branch Middle School students will participate in a three-year 21st Century Learning Center grant to improve student achievement. We are also collaborating with the Department of Health to enhance our curriculum by helping children make good decisions about healthy lifestyles. Whale Branch Middle School is truly a community school "Where Bright Minds Soar."

Rosalyn Browne, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.